

# **HUDSON BAY COMPANY ANIMALS OF THE FUR TRADE—ORIGINAL HABITAT AREAS TRANSPORTATION OF THE FUR TRADE— HISTORY OF TRANSPORTATION GREAT BASIN RENDEZVOUS—FT. BRIDGER, WYOMING**

**SOCIAL STUDIES, GRADES 4, 5, 6**

**Charts:** Hudson Bay Company  
Animals of the Fur Trade—Original Habitat Areas (color)  
Transportation of the Fur Trade—History of Transportation  
Great Basin Rendezvous—Ft. Bridger, Wyoming (color)

**Level 4 Standards:** 6040-01; 02; 03; 04

**Level 5 Standards:** 6050-01; 02; 03; 04

**Level 6 Standards:** 6060-01; 02; 03; 05

**OBJECTIVE:** The students will study the influences the early fur trappers had on the development of society today.

**ESSENTIAL QUESTION 1:** What influences did the early fur trappers have on the development of society today?

## **ASSESSMENT EVIDENCE**

What countries sent trappers to the American territories? What contributions did the trappers make to establishing roads and water transportation?

- In small groups, the students could research and study for class presentation those trappers who were also famous explorers.
- Students could share experiences of viewing a present-day rendezvous or participation in a present-day rendezvous.

The student will be able to state and discuss two reasons for the decline of the fur trade.

## LEARNING STRATEGIES

Display the charts and begin the presentation by discussing the importance of fur trading in the 1700s and 1800s, prior to the development of the United States.

Discuss the role of American Indians in the fur trade. Were they involved in the fur trade?

What uses did the Indians have for the animal hides and furs?

- Did the Indians play a role in transporting the hides?
- What effect did the decline of fur trade have on the Indian tribes?

Resource materials may be found listed at the end of the Guide.

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## SOCIAL STUDIES, GRADES 7-8

**Charts:** Hudson Bay Company  
Animals of the Fur Trade—Original Habitat Areas (color)  
Transportation of the Fur Trade—History of Transportation  
Great Basin Rendezvous—Ft. Bridger, Wyoming (color)

**Level 7-8 Standards:** 6100-01; 02

**Utah Studies**

**Level 7-8 Standards:** 6120-01; 02

**United States History**

**OBJECTIVE:** The students will evaluate the contributions made to our country by the early fur trade.

**ESSENTIAL QUESTION:** Did every region in North America have fur trappers and traders?

## ASSESSMENT EVIDENCE

Students can write a report, class presentation, or oral presentation using charts as visuals, discussing the following:

- What cultural influences did the trappers bring with them (i.e., music, food, spiritual beliefs, clothing, utensils, etc.)?
- Did the early trappers adopt any culture from the Indians?
- Did the early trappers marry into Indian tribes?
- What influences did the trappers bring to later exploration of the United States?

People today find a mystique about the early trappers and—as a recreation, hobby, or means of relaxation—may spend time living as early trappers and Indians did. Speculate the reasons for

this. What animals were the Indians dependent on for food, shelter, clothing that suffered as a result of hunting and trapping for animal hides and skins?

## LEARNING STRATEGIES

Studying the early trappers, the countries they represent, their purpose, the animals they trapped, and the use of the furs, students will work in groups to share with class their findings.

- The economy of the United States depended on fur trade at that time.
- The students will learn how furs were transported from places where they were trapped to places where they were used.
- Did the means of transportation open up trade routes between Indians and other countries?

Students can share experiences with camping and hunting, and relate today's hunting and camping to early trappers. What conveniences do we have as a result of trappers?

Invite an Indian person or mountain man to class for demonstration and discussion.

